



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

Test Administrator Manual

**GRADE 8
WRITING**

**Writing Pilot Test
January 2005**

Important Contact Information

General Information

If you have any questions regarding the New England Common Assessment Program (NECAP) or procedures for administering the NECAP Pilot Assessment, contact the Measured Progress Service Center at 1-877-632-7774. This Service Center will be available beginning on January 12, 2005.

If you need additional NECAP test materials, see the Test Coordinator for your school.

Information about NECAP Policy

If you have any comments or suggestions regarding the New England Common Assessment Program (NECAP), contact:

New Hampshire Department of Education: Tim Kurtz, Director of Assessment, 603-271-3846, 101 Pleasant Street, Concord, NH 03301-3860, www.ed.state.nh.us

Rhode Island Department of Elementary and Secondary Education: Mary Ann Snider, Director of Assessment and Accountability, 401-222-4600 ext. 2100, 255 Westminster Street, Providence, RI 02903, www.ridoe.net

Vermont Department of Education: Michael Hock, Director of Assessment, 802-828-3115, 120 State Street, Montpelier, VT 05620-2501, www.state.vt.us/educ/

Important Dates

Test administration must be completed during this period..... January 24-28, 2005

Test materials will be picked up by UPS for return to Measured Progress on this date..... January 31, 2005

TEST SECURITY

All test items and responses to those items in the New England Common Assessment Program are secure material and may not be copied or duplicated in any way or retained in the school after testing is completed.

Checklist for Test Administrators

Before testing:

- ☐ Read this instruction manual in its entirety.
- ☐ Inventory test materials received from the Test Coordinator.
- ☐ Secure additional materials needed for test (#2 pencils, lined scratch paper, etc.).
- ☐ Assist the Test Coordinator with notifying students and parents about the testing program.
- ☐ Obtain student demographic information from the Test Coordinator.

During testing:

- ☐ Maintain test security.
- ☐ Post a “Testing—Please Do Not Disturb” sign on your classroom door.
- ☐ Write the names of your school, district, and School Administrative Unit (SAU) on the chalkboard.
- ☐ Be available to answer questions as necessary.
- ☐ Be sure that all students have comfortable and adequate workspaces.
- ☐ Monitor students’ handling of test materials to keep the materials in good condition.
- ☐ Ensure accommodations are provided to students as appropriate.
- ☐ Administer makeup testing for students who miss all or part of the test.
- ☐ Notify the Test Coordinator of any testing irregularity.

After testing:

- ☐ Verify that student response booklets are correctly marked and in good condition.
- ☐ Verify that the student name grid has been properly coded for all students.
- ☐ Verify that the student demographic information on page 2 of the student response booklet is completed for all students. (See Appendix 1 of this manual).
- ☐ Confirm that no paper has been taped, pasted, stapled or otherwise attached to the student response booklet.
- ☐ Attach an explanatory note to each student’s test booklet and response booklet that needs special handling and place this material at the top of your stack of test materials.
- ☐ Assemble the test booklets, student response booklets, and all other test materials and return those materials to your test coordinator.

Table of Contents

IMPORTANT CONTACT INFORMATION.....	i
General Information	i
Information about NECAP Policy	i
IMPORTANT DATES	ii
CHECKLIST FOR TEST ADMINISTRATORS	ii
The New England Common Assessment Program.....	2
Background	2
Structure and Format of the Test.....	2
Test Administrator’s Responsibilities	3
Test Security (Before, During, and After testing)	3
Breaches in Test Security	3
BEFORE TESTING	4
Preparation for Test Administration.....	4
Manuals	4
Student Participation and Accommodations.....	4
Who Should Be Tested.....	4
Determining How Students Will Participate Using Accommodations	4
Other Accommodations	5
Document Accommodations.....	5
Test Schedule	5
Test Materials.....	6
Inventory Test Materials.....	6
Prepare Students and the Test Site	6
DURING TESTING	7
Test Administration	7
General Instructions	8
Reading—Session 1	10
Reading—Session 2	12
Reading—Session 3	14
Student Questionnaire—Session 4.....	16
AFTER TESTING	15
Completing Student Demographic Information on Scannable Student Response Booklets	15
Special Education	15
Inventory and Prepare Test Materials for Delivery to Test Coordinator.....	16
APPENDIX 1: Instructions for Completing Student Demographic Information	A-1
APPENDIX 2: Page 2 of Student Response Booklet	A-2
APPENDIX 3: Table of Standard Test Accommodations	A-3

The New England Common Assessment Program

Background

The New England Common Assessment Program is the result of collaboration among New Hampshire, Rhode Island and Vermont to build a set of assessments for grades 3 through 8 to meet the requirements of the No Child Left Behind Act (NCLB). The states have decided to work together for three important reasons:

- Working together, the three state departments of education bring together teams of assessment and content specialists with experience and expertise greater than any individual state.
- Working together provides the capacity necessary for the three states to develop quality, customized assessments consistent with the overall goal of improving education.
- Working together allows the states to share costs in the development of a customized assessment program of a quality that would not be feasible for any individual state.

There are three purposes for the Pilot Test administration. First, it will provide an opportunity to field-test all of the items that have been developed in order to further refine the item set and guide the selection of items for the operational tests. Second, it will provide an opportunity to try out the planned testing procedures (e.g. timing, number of sessions, manuals, shipping/receiving procedures). Third, it will provide all schools in each state an opportunity to experience the assessment prior to the first operational administration in October 2005.

Students in every school in all three states will participate in the Pilot Test. Each student will complete one content area test (reading, mathematics, or writing). Students in a grade level within a school will participate in the same content area test. Tests will be distributed across grade levels to ensure that each school with more than one grade will receive different content area tests.

The Writing Pilot Test administration will be as similar as possible to the operational test to be administered in October 2005. However, because an individual student will only participate in one content area test the total testing time will be approximately two hours distributed across two test sessions. Additionally, students will not be required to make up test sessions that are missed due to absence. Therefore, the testing window for the Writing Pilot Assessment is scheduled for only five days.

Structure and Format of the Test

The NECAP Pilot Assessment is a comprehensive test that covers a broad range of objectives in reading and mathematics at grades 3, 4, 5, 6, 7, and 8 and writing at grades 5 and 8. The pilot testing is being conducted in two phases. The first phase, conducted on October 26-28, 2004, piloted reading and mathematics. The second phase will be conducted on January 24-28, 2005 to pilot writing. A complete description of the objectives can be found in the *New England Common Assessment Program Grade-Level Expectations* (NECAP GLEs) developed and adopted collaboratively by the Departments of Education in New Hampshire, Rhode Island and Vermont.

The NECAP Pilot Assessment includes the following types of items:

- multiple-choice items, which require students to select the correct answer from four possible responses;
- short-answer items, which require students to provide a solution to a problem;
- constructed-response items, which require students to write a brief (half-page) response or show the solution to a problem;
- writing prompts, which require students to demonstrate their ability to communicate in writing through an extended response. These prompts are both stand-alone and text-based.

Test Administrator's Responsibilities

Local test administrators are vital to the success of the New England Common Assessment Program (NECAP). For this reason, the instructions given in this manual must be followed closely by each test administrator.

Test administrator's activities include the following:

- reading this instruction manual in its entirety;
- meeting with the test coordinator to review the testing schedule and test procedures, and to discuss any questions that you have;
- ensuring that all assessment materials given to you are accounted for;
- encoding all of the information requested on page 2 of each student's response booklet;
- ensuring a standardized test environment in which no coaching, prompting, or pronunciation of words occurs;
- maintaining the security of your test materials between test sessions;
- ensuring that students use only the test materials assigned to them;
- testing the group of students assigned to you according to the instructions in this manual;
- providing accommodations as determined by the student's educational team;
- ensuring that a response booklet has been completed for every student assigned to you;
- verifying that each student's information is correctly marked in on the student's response booklet;
- confirming that no additional pages have been taped, stapled, pasted, or otherwise attached to the student response booklets; and
- ensuring that all assessment materials are returned to your testing coordinator when testing is completed.

Test Security (Before, During, and After testing)

Test items are secure and must not be released, copied, duplicated, or retained in any way in the school before, during, and after testing is completed. To protect the security of the test, all test administrators must carefully follow the instructions in this manual for administering the test and handling materials. Keep the test booklets secure at all times. Any loss of test materials should be immediately reported to Measured Progress.

Using secure test material to prepare students in any way for this test administration is a violation of test security and testing procedure.

Breaches in Test Security

Any concern about breaches in test security or noncompliance with test administration procedures must be reported **immediately** to the test coordinator and/or principal. The test coordinator and/or principal is responsible for **immediately** reporting the concern to the state director of assessment at the Department of Education. (See page *i* of this manual for contact information.) The district superintendent should be notified.

Before Testing

Preparation for Test Administration

Manuals

The *Test Administrator Manual* outlines all of the steps to be followed before, during, and after test administration. Understanding of and compliance with each of these steps is vital for a successful NECAP administration. Please read the *Test Administrator Manual* to become familiar with the test administration procedures. Make note of any special arrangements that will be necessary for your students.

Student Participation and Accommodations

Who Should Be Tested

Because the results of the pilot will be used to judge the accessibility of the assessment for all students, it is important to include as many students as possible in the NECAP Writing Pilot Assessment. This includes students with disabilities and English language learners. With a few exceptions, all students enrolled in grades 5 and 8 as of January 24, 2005 must participate in the NECAP Writing Pilot Assessment. The following exceptions will be permitted for the **NECAP Writing Pilot Assessment only**:

- students who would normally participate in an alternate assessment
- students who would normally require a Braille form
- English Language Learners enrolled in school in the United States for less than one year
- students who are absent from school for the entire testing window
- students whose extraordinary personal circumstances prevent them from participating in the pilot

Determining How Students Will Participate Using Accommodations

Each state participating in the NECAP has previously had a list of accommodations allowable in their state. For purposes of the NECAP, the states have agreed upon a common set of allowable accommodations (See Appendix 3 of this manual for Table of Standard Test Accommodations). Accommodations are available to all students on the basis of individual need, regardless of disability status.

Although there are procedures for determining participation using accommodations on the statewide assessment, it is acknowledged that schools have not had sufficient time to follow these procedures for the purposes of this pilot. Decisions regarding accommodations should be made informally by the student's educational team on an individual basis, consistent with either previous accommodation decisions for the student or current educational needs. Making accommodations decisions on a group basis, rather than on an individual basis, is not permitted.

All standard accommodations must be recorded by authorized school staff on page 2 of the student response booklet in the "Accommodations" section. (See Appendix 3 of this manual for Table of Standard Test Accommodations.)

Other Accommodations

If the decision of the student's educational team requires an accommodation not listed in the Table of Standard Test Accommodations, the test coordinator must contact the state director of assessment at the Department of Education for specific instructions on encoding the "Other Accommodations (E1)" section. Any accommodation(s) must be consistent with those used during the student's regular classroom instruction.

Document Accommodations

Document all accommodations on page 2 of the student response booklet. Authorized school staff must provide accurate information on each student's response booklet. (See Appendix 2 of this manual for a sample page 2 of a student response booklet.)

Test Schedule

The NECAP Writing Pilot Assessment must be given to students between **January 24 and 28, 2005**. All testing and makeup testing must be completed by January 28, 2004. You must also schedule testing for any students who require test accommodations that cannot be made during the regular test sessions. The test coordinator in your school will arrange a testing schedule with you.

Ideally, each test session should be administered when and where students are most likely to do their best. Test activities for each grade include time during the General Instructions session for completing the front cover of the student response booklet and time at the end of testing for completing the student questionnaire. Except for makeup sessions or sessions for students requiring accommodations, **the test sessions must be taken in the order presented in the student's test booklets**. Students who are absent on the first day of testing must complete the front cover of the student response booklet before they are administered any part of the assessment. In schools where students in several classes in the same grade are being tested, all classrooms of students should take the same test session **simultaneously**.

Be sure that the test administration sessions do not conflict with regularly scheduled daily activities, such as recess, snack breaks, and lunch. Sufficient time should be allowed for continuous administration of each test part. Please refer to the time spans provided in the testing schedule on the next page.

Although testing times are suggested as a minimum guideline, please remember that the NECAP Writing Pilot Assessments are un-timed. These tests are performance assessments; therefore, time limits should not be strictly enforced. Students should be allowed to continue as long as they are working productively. However, the amounts of testing time indicated in this manual reflect the amount of time most students should need to complete the assessment. You may wish to increase the amount of time scheduled up to 100%.

If students complete a test part early, those students may go back and check work in that session of the test **only** or close the test booklets and sit quietly. Students may not work on any other session of the test. Plan an activity for students to do when they finish each session. Since some students will finish early, it is important for them to be quietly occupied so they will not disturb those students who require more time.

Grade 8 Writing Testing Schedule		
Test Session	Test Part	Time (in minutes)
General Instructions	Completing Student Information	10
Session 1	Directions	5
	Writing Assessment (12 multiple-choice & 3 writing prompts)	45
Session 2	Directions	5
	Writing Assessment (3 short-answer & 1 extended writing prompt)	45
Session 3	Student Questionnaire	20

Approximate Total Testing Time: 130 minutes

Test Materials

Inventory Test Materials

In addition to this manual, you will receive student test booklets and student response booklets for the group of students you will be testing. There are sixteen forms of the writing test; however, you will receive only one form for all of the students you will be testing. Your test coordinator will provide you with the correct number of student test booklets and student response booklets for the group of students assigned to you. When you receive the test materials from your test coordinator, check to make sure you have the correct number of test booklets and student response booklets. Also, make sure all the test booklets are of the same form. If you find any discrepancies, see your test coordinator.

Prepare Students and the Test Site

It is important that you let your students know what to expect. Your students should be supported and encouraged to do their best during the testing period. Communicate to them that all of the students may not be able to answer all of the questions. Also, ask your students to relax and enjoy the test; although it may be challenging, it should be interesting.

To prepare your students and the test site for the assessment you should:

- check your test materials to be sure you have enough for the students you will be testing;
- check your test materials to identify any defective materials;
- identify a secure location for storing test materials between test sessions;
- notify students in advance of testing and request that they bring two #2 pencils to every test session;
- secure lined scratch paper and extra #2 pencils; and
- obtain the information needed to code the student demographic information on the front cover and on page 2 of each student response booklet. This includes each student's
 - primary race/ethnicity,
 - Title I program participation,
 - identified disability and code,
 - 504 Plan status,
 - ELL/LEP program participation,
 - socio-economic status,
 - accommodation(s) with corresponding codes from the Table of Standard Test Accommodations (Appendix 3 of this manual),
 - other accommodations (E-1) that were approved by the Department of Education prior to testing (only for students with disabilities).

Just prior to testing, please

- review the session scripts that you will read to students during testing;
- acquire one test booklet and one response booklet to use as a visual aid while you give directions and for reading text to students during the writing sessions;
- arrange test materials for each session so that you will be able to distribute them to students quickly;
- confirm that you have all of the necessary supplies for the test session;
- post a “TESTING—PLEASE DO NOT DISTURB” sign on the classroom door; and
- instruct students to clear their desks of books and other materials not needed for the assessment.

During Testing

Test Administration

The following pages detail the procedures to be followed for each session of the test. To ensure a consistent and accurate test administration, a “script” for each session (text to read aloud to students) is provided. The text is printed in bold type inside of shaded boxes. Directions to you within the scripts are in regular type inside of parentheses. Read the directions exactly as they are written. If necessary, you may supplement the directions with your own explanations, but do not give any hints or answers pertaining to the content of the assessment.

Directions to the students should only take a few minutes so that most of the student’s time can be spent answering questions. Be sure that students clearly understand all of the directions before you begin testing. During each part of the test, walk around the room to see that students are making suitable marks in the correct sections of the student response booklet. With the exception of approved accommodations, you should not aid any student in reading, understanding, or answering any of the test questions.

General Instructions

Estimated Time: 10 Minutes

Materials Needed: Student Test Booklets, Student Response Booklets, and #2 Pencils.

NOTE: Before you begin this session, please write your school and district names on the chalkboard.

1. Distribute one test booklet and response booklet to each student.
2. Say to the students:

During the next few days, you will be taking tests in writing. This test may be different from other tests you have taken. Some of the questions are easy and some are difficult. You may not be able to answer every question, but you should take them seriously, and it is important that you do your best. Do not open the booklets I give you until I tell you what to do. During all of the test sessions, you must use a #2 pencil to write and to mark your answers. If you do not have a #2 pencil, please raise your hand. (Supply a #2 pencil to students who need one.)

Before we start testing, you need to fill out some identification information on your test materials. On the front cover of your Student Test Booklet, write your name on the line where it says “Student Name.” (Pause.) Now write our school name on the line below that. Our school name is (Say the official name of the school). The school name is also written on the board. (Circulate and Check.)

3. Say to the students:

Now you will fill out some identification information on your Student Response Booklet. On the cover of the booklet, please write your name on the line where it says “Student Name.” (Pause.) Now write our school and district name on the appropriate lines. Our district name is (Say the official name of the district). The district name is also written on the board. (Pause.) Below those lines you will see samples of incorrect and correct marking instructions. Make sure you cleanly erase any marks you wish to change. Also, do not make any stray marks on this form. Make sure you completely darken in the circle when you mark your answers in the Student Response Booklet. (Pause.) Do you have any questions? (Answer any questions.)

You will now fill out the “Student Name Grid.” In the boxes below “Last Name,” carefully write your last name starting with the first box on the left. Then write your first name and middle initial in the spaces for them. If your name is longer than the number of spaces provided, write as many letters as you can. (Pause.) Now under each letter you have written, darken the circle that contains the same letter. You should not darken any circles under blank boxes. (Circulate and check.)

Now look at the box that says “Gender”.” Darken the circle next to Female if you are a girl; darken the circle next to Male if you are a boy. (Pause.) Now write in your birthday in the box labeled “Birth Date.” Next, fill in the bubble next to the month in which you were born. (Pause.) Then write the numbers for the day and year in the boxes and darken the correct bubbles below each number. If the day you were born is a single digit number, write a zero in the first space. For example, if your birthday was June 4, the day should be written as “04.” (Check to be certain students are completing this demographic information correctly.)

4. If you are not going on to Session 1 after a short break, have the students insert their response booklets inside their test booklets. Collect all test materials and store them in a secure place until the next scheduled part of the test.

Writing — Session 1

Estimated Time: 45 Minutes

(Up to 45 minutes additional time may be allowed)

Materials needed: Student Test Booklets, Student Response Booklets, #2 Pencils, and Lined Scratch Paper.

NOTES: Dictionaries, textbooks, thesauruses, etc. are **not** allowed during any part of this session. Students may use scratch paper for pre-writing.

1. If the student test booklets and response booklets were collected after the General Instructions, return them to the students. Each student must have his or her original test materials. Distribute lined scratch paper to all students and instruct them to write their names on it. Distribute #2 pencils to students who need them.
2. Say to the students:

You are now going to start Session 1 of the writing test. Please turn to page 1 in your Student Test Booklet. (Pause.) In this session, you will answer twelve multiple-choice questions and then respond to 3 writing prompts. Some of the writing prompts may require you to read some text before responding, while others may not. If you are not sure what to write, you should give your best effort.

Mark your answers for this session on pages 3, 4, & 5 of your Student Response Booklet. Choose the best answer for each multiple-choice question. Plan your responses to the writing prompts so they fit only in the response spaces provided in your Student Response Booklet. You will have a little less than a page for each response. Only what you write in the space provided in your Student Response Booklet will be scored. Plan your work so that you have plenty of time to answer the writing prompts. Does anyone have any questions? (Answer any questions the students might have.)

Open your Student Response Booklet to page 3, and at the top of the page find the heading labeled “Writing – Session 1.” It will probably take you about 45 minutes to complete this session of the test, but you can have more time if you need it. Please stop when you come to the stop sign at the end of this session and review what you have written during this session. Edit and revise your writing as needed. You may not go forward to work on any other sessions. Are there any questions? (Answer any questions the students might have.) I am allowed to read a word to you if you want assistance, but I cannot read you an entire passage. If you want help reading a word, raise your hand. (Pronounce the word to students who asked for assistance. Do not define the word or help the students in any other way.) You may begin.

3. Circulate and check to make sure all students are on the correct page in their student test booklet and student response booklet.

4. Circulate and check students' work from time to time during the session. When 45 minutes have passed, say to the students:

You have been working for 45 minutes. Please raise your hand if you have not finished this part of the test. (Some students may raise their hands; they should be given additional time up to 100% of the scheduled time.) **You may continue working. Please raise your hand to let me know when you are finished.** (Students should be allowed to continue as long as they are working productively.) **When you finish responding to all of the questions and prompts in this session, go back and check your work on this part of the test. Then insert your response booklet and lined scratch paper into your test booklet, close your test booklet and sit quietly. You may not work on any other part of the test.** (Ensure that students who have finished are quietly occupied so they will not disturb those students who require more time.)

5. If you are not going on to Session 2 after a short break, collect all test materials and store them in a secure place until the next scheduled session of the test.

Writing — Session 2

Estimated Time: 45 Minutes

(Up to 45 minutes additional time may be allowed)

Materials needed: Student Test Booklets, Student Response Booklets, #2 Pencils, and Lined Scratch Paper.

NOTES: Dictionaries, textbooks, thesauruses, etc. are **not** allowed during any part of this session. Students may use scratch paper for pre-writing.

1. If the student test booklets and response booklets were collected after Session 1, return them to the students. Each student must have his or her original test materials. Distribute lined scratch paper to all students and instruct them to write their names on it. Distribute #2 pencils to students who need them.
2. Say to the students:

You are now going to start Session 2 of the writing test. Please turn to page 8 in your Student Test Booklet. (Pause.) In this session, you will respond to an extended writing prompt and three short questions in a box that will help you organize your writing. You may fill in the box *before* you write to plan your response or *after* you write to check your response. Plan your response to the extended writing prompt so it fits only in the response space provided in your Student Response Booklet. You will have two and a half pages to write your response. Only what you write in the spaces provided in your Student Response Booklet will be scored. Does anyone have any questions? (Answer any questions the students might have.)

Open your Student Response Booklet to page 9, and at the top of the page find the heading labeled “Writing – Session 2.” It will probably take you about 45 minutes to complete this session of the test, but you can have more time if you need it. I will check in with you at the end of 45 minutes to see how close you are to being finished. Please stop when you come to the stop sign at the end of this session. You may review what you have written during the session. Edit and revise your writing as needed. You may not work on any other sessions. Are there any questions? (Answer any questions the students might have.) Follow along in your Student Test Booklet as I read to you. (Read all of the text in this session to students. Text includes italicized statements, passages, questions, and prompts.) You may begin.

3. Circulate and check to make sure all students are on the correct page in their student test booklet and student response booklet.

4. Circulate and check students' work from time to time during the session. When 45 minutes have passed, say to the students:

You have been working for 45 minutes. Please raise your hand if you have not finished this part of the test. (Some students may raise their hands; they should be given additional time up to 100% of the scheduled time.) **You may continue working. Please raise your hand to let me know when you are finished.** (Students should be allowed to continue as long as they are working productively.) **When you finish responding to all of the questions and prompts in this session, go back and check your work on this part of the test. Then insert your response booklet and lined scratch paper into your test booklet, close your test booklet and sit quietly. You may not work on any other part of the test.** (Ensure that students who have finished are quietly occupied so they will not disturb those students who require more time.)

5. If you are not going on to Session 3 after a short break, collect all test materials and store them in a secure place until the next scheduled session of the test.

Student Questionnaire — Session 3

Estimated Time: 20 Minutes

Materials needed: Student Questionnaires, Student Response Booklets, and #2 Pencils.

1. If the student response booklets were collected after Session 2, return them to the students. Each student must have his or her original test materials. Distribute #2 pencils to students who need them. Distribute a Student Questionnaire to each student.
2. Say to the students:

You are now going to fill out the Student Questionnaire. The questions will ask you about different things related to school. There are no right or wrong answers to these questions, so you should mark the answers that are true for you. Please mark your answers to the questions from the Student Questionnaire into your Student Response Booklet on page 12 in the box labeled “Student Questionnaire.” If you do not feel comfortable answering a question, leave it blank. If you need help answering any questions, please raise your hand. You may begin. (Answer any questions students might have.)

3. Walk around the room from time to time to make sure students are marking their answers appropriately and not wasting time. Help students answer questions, if necessary.
4. After the students complete the student questionnaire, collect all test materials and store them in a secure place until you (or your schools designee) are ready to begin the completing of the student demographic information on page 2 of the student response booklets.

After Testing

Completing Student Demographic Information on Student Response Booklets

Test coordinators should provide test administrators with the following demographic information for each student who will be participating in the NECAP Writing Pilot Assessment:

- primary race/ethnicity
- Title I program participation
- identified disability and code
- 504 Plan status
- ELL/LEP program participation
- socio-economic status
- accommodation(s) with corresponding codes from the “Table of Standard Test Accommodations.” (See Appendix 3 of this manual.)
- other accommodations (E-1) that were approved by the Department of Education prior to testing (only for students with disabilities)

This information must be filled out by authorized school personnel directly onto the student response booklet for each student.

After testing is finished, test administrators or school staff must check to see that the front cover and page 2 of the student response booklet are filled out for every student participating in the NECAP Writing Pilot Assessment.

Specific information regarding the completing of student demographic information on page 2 of the student response booklet is provided in Appendix 1 of this manual.

Special Education

The special education section on page 2 of the student response booklet is for local school personnel to code in special education information for students with identified disabilities. In the box titled “Special Education,” students who are identified as having a disability must also have the appropriate code bubbled in for that disability. Below is the list of the 14 allowable disabilities and their codes.

Primary Disability Codes

- | | |
|---|---------------------------------|
| 01 Mental Retardation / Learning Impaired | 08 Other Health Impairments |
| 02 Hearing Impairments | 09 Specific Learning Disability |
| 03 Deafness | 10 Deaf-Blindness |
| 04 Speech / Language Impairment | 11 Multiple Disabilities |
| 05 Visual Impairments | 12 Autism |
| 06 Emotional Disturbance | 13 Traumatic Brain Injury |
| 07 Orthopedic Impairments | 14 Developmental Delay |

Inventory and Prepare Test Materials for Delivery to Test Coordinator

1. Collect all of the test materials that were assigned to you.
2. Confirm that each student's name is correctly bubbled in on the front cover of the student response booklet.
3. Be sure that you are submitting a student response booklet (with all demographic and program participation marked) for every student assigned to you.
4. Inspect each document for stray marks. Erase these inadvertent marks completely.
5. Verify that no extra pages have been stapled, taped, pasted, or otherwise attached to the student's response booklets.
6. Confirm that students did not use ballpoint pen, felt-tip pen, or hard or colored pencils to mark their answers in the student response booklets. Responses written with these instruments will not be scanned or scored correctly.
7. Sort the materials needing special handling (e.g., if the student used two booklets). Attach an explanatory note to each booklet.
8. Sort any used large-print forms of the test and place these materials on top of the "Special Handling" materials. Place these materials on top of the remaining used test materials.
9. Place the test materials in a stack in the following order from top to bottom:

TOP OF STACK
Used large-print test booklets
Used student response booklets requiring special handling
Used student response booklets
All used student test booklets
Lined scratch paper
All unused student test materials (including any defective materials)
BOTTOM OF CARTON 1 OR LAST CARTON

Note: You do not need to return the Test Administrator Manuals or unused Test Administrator or Student Questionnaires.

10. Return the stack of test materials to your school's test coordinator.

**THANK YOU VERY MUCH FOR YOUR HELP IN ADMINISTERING THE NEW ENGLAND
COMMON ASSESSMENT PROGRAM'S PILOT TEST.**

Appendix 1: Instructions for Completing Student Demographic Information

Test administrators are responsible for completing the student information for each student they administer the test to. The test coordinator is responsible for verifying that this information has been completed correctly.

Use the instructions beneath each heading below to complete the student information sections located on each scannable student response booklet.

State Assigned Student ID

Unless you have been instructed by your state department of education please leave the field titled “State assigned student ID” blank.

Gender

Confirm that the student has indicated his or her gender in the appropriate circle.

Birth Date

Confirm that the student has correctly bubbled in the birth date that he or she has written in the appropriate boxes.

The following information should be provided by authorized school personnel after testing in accordance with applicable state and federal regulations governing confidentiality.

Primary Race/Ethnicity

Darken the circle that corresponds to the student’s primary ethnicity.

Title 1 A

Darken the circle if the student participated in the Title I program this year.

Special Education

Darken the circle that corresponds to the code for the student’s primary identified disability (if any).

504 Plan

Darken the circle if the student has a 504 Plan.

ELL/LEP

Darken the circle if the student is an English Language Learner or if the student is Limited English Proficient.

SES

Darken the circle if student is eligible for free- or reduced-price meals consistent with USDA regulations.

Accommodations

If the student used any accommodation(s) listed in the “Table of Standard Test Accommodations” in Appendix 3 of this manual, darken the circle that corresponds to the accommodation(s) for each content area.

Appendix 2: Page 2 of Student Response Booklet

TO BE COMPLETED BY AUTHORIZED SCHOOL PERSONNEL

PRIMARY RACE / ETHNICITY	
<input type="radio"/>	American Indian or Alaskan Native
<input type="radio"/>	Asian
<input type="radio"/>	Black or African American
<input type="radio"/>	Hispanic or Latino
<input type="radio"/>	Native Hawaiian or Pacific Islander
<input type="radio"/>	White

TITLE 1 A
<input type="radio"/> Yes

SPECIAL EDUCATION	
If the student has an IEP, mark the code for the primary identified disability.	
1 <input type="radio"/>	4 <input type="radio"/>
2 <input type="radio"/>	5 <input type="radio"/>
3 <input type="radio"/>	6 <input type="radio"/>
7 <input type="radio"/>	8 <input type="radio"/>
10 <input type="radio"/>	9 <input type="radio"/>
13 <input type="radio"/>	11 <input type="radio"/>
	12 <input type="radio"/>
	14 <input type="radio"/>

504 PLAN
<input type="radio"/> Yes

ELL / LEP
<input type="radio"/> Yes

SES
<input type="radio"/> Yes

ACCOMMODATIONS			
	READING	WRITING	MATHEMATICS
A-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A-9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-4		<input type="radio"/>	<input type="radio"/>
C-5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C-12		<input type="radio"/>	<input type="radio"/>
D-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D-2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D-4	<input type="radio"/>		<input type="radio"/>
E-1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F-1			<input type="radio"/>
F-2	<input type="radio"/>		
F-3		<input type="radio"/>	
F-4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 3: Table of Standard Test Accommodations

New England Common Assessment Program Grades 3 through 8

Any accommodation(s) utilized for the assessment of individual students shall be the result of a formal or informal team decision made at the local level. Accommodations are available to all students on the basis of individual need regardless of disability status.

A. Alternative Settings

- A-1 Administer the test individually in a separate location
- A-2 Administer the test to a small group in a separate location
- A-3 Administer the test in locations with minimal distractions (e.g., study carrel or different room from rest of class)
- A-4 Preferential seating (e.g., front of room)
- A-5 Provide special acoustics
- A-6 Provide special lighting or furniture
- A-7 Administer the test with special education personnel
- A-8 Administer the test with other school personnel known to the student
- A-9 Administer the test with school personnel at a non-school setting

B. Scheduling and Timing

- B-1 Administer the test at the time of day that takes into account the student's medical needs or learning style
- B-2 Allow short supervised breaks during testing
- B-3 Allow extended time, beyond recommended until in the administrator's judgment the student can no longer sustain the activity

C. Presentation Formats

- C-1 Braille (not available for administration of pilot test)
- C-2 Large-print version
- C-3 Sign directions to student
- C-4 Questions read aloud to student (Math and Writing only) ¹
- C-5 Student reads questions aloud

- C-6 Translate directions into other language
- C-7 Underlining key information in directions
- C-8 Visual magnification devices
- C-9 Templates to reduce visual print
- C-10 Acetate shield
- C-11 Auditory amplification device or noise buffers
- C-12 Word-to-word translation guide, non-electronic with no definitions (For ESL students in Math and Writing only)

D. Response Formats (Student responses must be transcribed exactly as written into the student response booklet by school personnel.)

- D-1 Word processor, typewriter, computer ²
- D-2 Braille (not available for administration of pilot test)
- D-3 Multiple-choice responses recorded in scannable student response booklet by school personnel
- D-4 Constructed responses recorded in scannable student response booklet by school personnel (Reading and Math only)

E. Other Accommodations ³

- E-1 Accommodations team requested other accommodation not on list and DOE approved as comparable

F. Non-Comparable Modifications ⁴

- F-1 Using calculator, abacus, manipulatives on the non-tool math items
- F-2 Reading the reading test
- F-3 Scribing the writing test
- F-4 Other

1. Reading the reading test to the student invalidates all reading sessions.
2. Spell and grammar checks must be turned off. This accommodation is intended for unique individual needs, not an entire class
3. Test coordinators must obtain approval for the accommodation from the Department of Education prior to test administration.
4. All affected test items using these accommodations are counted as incorrect.

